Patterson High School – Transportation and Engineering Academy

Teacher: Ms. Nichols Lesson Date: Mon. Dec 5

Subject: Psychology

Unit Title: Psychological Disorders and Therapy

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| **Lesson Objective:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)*  *Students will analyze how we define normal and abnormal behavior in order to understand how we define psychological disorders by participating in a chalk talk, taking notes in their journals, analyzing scenarios, creating fictional characters, and closing revisit of the chalk talk.*  *Key Points:will be used in student friendly language on PP slides*   1. Defining abnormality is not easy, but abnormal behavior still exists. (the hippie “we’re all just so different”) 2. Abnormality can be defined in three key ways: 3. **Deviation from normality**: doing things differently than the majority of people (provide examples) 4. **Inability to adjust**: fail to get along in the world (provide examples) 5. **When a psychological problem becomes severe enough that it disrupts everyday life, it can be defined as an abnormality or mental illness/psychological disorder**. (provide examples here and ask for student examples). Psychologists draw line between normal and abnormal behavior by looking at various attempts to define abnormal behavior, adjustments, and psychological health. | | |
| TIME | INSTRUCTIONAL SEQUENCE |  |
| **5-7 mins** | **Get started/Drill/Do Now:** Instructor greets students at the door and instructs them to complete the do-now posted on the door in their journal by \***7 mins after homeroom ends**\*. **Students will receive initials + ticket for completing this on time.**  Prompt: *List 3 normal behaviors for students at Patterson. List 3 not-so-normal behaviors for Students at Patterson.*  Teacher will review shout outs + the day’s agenda posted on chalk board**.** Willask students to read key parts by using note cards. |  |
| **25**  **mins** | **Explain**  **Hook:** Teacher will explain that we are beginning a new unit today about psychological disorders and will lead students through the photographs posted on the do-now PP slide—“we will be covering all of these things and addressing how these disorders are caused, what it might be like to have one or to know someone that has one, and treatment options that are both successful and unsuccessful.”  **(2 minutes)**  **Anticipate:** Teacher will explain that determining if someone has a psychological disorder is not a simple process, and that it is often times misunderstood; people toss around labels like “insane”, “nut job” etc. (may get student participation on this if needed for engagement). The first step in determining if someone has a disorder is to be able to explain and recognize if their behavior is normal or abnormal. CFU on definition of **abnormal versus normal** as antonyms. **(2 mins)**  Students will then access prior knowledge, wake up and anticipate the day’s material by participating in a chalk talk. Students circulate the room and record if they believe an image or written behavior is ***normal or abnormal*.** Teacher will stress that there are no right or wrong answers, but that students should express if they believe the person’s behavior is ***normal or abnormal***. **(3 mins)**  **INM:**  Teacher will have students return to seats will quickly whip around chalk talk; explain that we will revisit these later in the period after learning about how **normal versus abnormal** is defined in psychology. Teacher will use guiding questions and images in a power point presentation to lead students to the key points of the day (listed above). Students will record notes in their journals under the day’s heading/objective. Teacher will reiterate importance of organizing notes; will stress that the new quarter is a really good time to make sure journals can be used as a successful study tool **(ten mins)**  **Bridge to guided practice: vocabulary stress** Teacher will explain to students that need to really strengthen our vocabulary skills as we learn this material on a daily basis. Teacher will then explain that students should respond to the following prompts in their journals under the heading—vocabulary practice. Teacher will display following prompts on the PP slide and students will have less than one minute to complete each task. Teacher use note cards to solicit responses and record exemplar responses on the board below each prompt. \*prompts will remain posted on the slide with exemplar responses to aid those students struggling with each term and to accommodate those that require extended time\* **(7 mins max)**  Abnormal—use it in a sentence  Deviate—provide an example of when someone deviates from normality at Patterson  Inability—use it in a sentence  Disrupt—picture or use it in a sentence  Psychological disorder—describe how this is different from someone just having a bad day, being in a weird mood, etc.  Teacher will transition; now that we have a stronger grasp of this vocab, you are going to determine if someone might have a psychological disorder based on their behaviors. |  |
| **15**  **mins** | **Guided Practice:**  Teacher will distribute scenarios to each student. Students will independently assess if the behavior is normal or abnormal and explain if it could possibly have a psychological disorder. |  |
| **15**  **mins** | **Independent Practice/assessment**  Students will work independently to create a person that is demonstrating “normal” and “abnormal” behavior (see attached). Teacher will model on the board and stress quality work for that demonstrates that students understand the differences between normal and abnormal behavior in terms of psychology. Students will have twelve minutes to work followed by a 3 minute share out. Teacher will emphasize difference between the two behaviors; both can be “weird” but **abnormal behavior limits us from living a normal life**—this is cause for concern and should be considered as a possible disorder. \*if time, students will grade own according to attached rubric and post own work\* |  |
| **5+ mins** | **Closing**  Revisit the chalk talk. Students will circle the room and determine if the images/examples would perhaps suggest that a person has a psychological disorder. \*time dependant, students may visit verbally from their seats\*Explain homework assignment, thank students for their hard work and explain that tomorrow we will check homework and also discuss HOW psychologists actually determine in detail if someone has a disorder. (see attached hw sheet) |  |